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ABSTRACT

The purpose of this manual is to present in a practical way the ideas from pre-elementary Right to Read programs that they may help to enrich and expand other early childhood education programs. Besides dealing with assessment, skill areas, and activities, the manual supplies other relevant information on the following topics: (1) dimensions of a positive and comprehensive child development program, (2) what administrators should know about a comprehensive reading program, (3) integration of reading skills in the child development curriculum, (4) methods for teacher training and staff development, (5) settings for early learning activities, (6) methods of coordinating federal and other resources to implement an exemplary program, (7) procedures for developing public awareness of the program, and (8) administrators' roles, responsibilities, and relationships with parents. (RL)

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ED197339

Promising Practices for Administrators

In Pre-Elementary Right-to-Read Programs

Manual IV

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Show me a successful program
and I will show you
an effective administrator.

C S00S887

U.S. Department of Education
Shirley Hufstedler, Secretary

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CONTENTS

Preface 4.5
Program Listing 4.6
Program Definitions 4.7
Skill Areas & Program Development 4.9
Correlation of Reading Experiences with
Child Development Programs 4.13
Staff Development 4.17
Program Assessment 4.22
Settings for Early Learning Activities 4.25
Coordination of Resources 4.28
Relationships with Parents 4.29
Public Awareness Approaches 4.34

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PREFACE

The purpose of the manual is to present in a practical way ideas from Pre-Elementary Right-to-Read Programs so that they may be shared and promote the enrichment and expansion of programs in early childhood education.

The manual for administrators should also be read by parents and teachers. It is divided into nine sections:

Definitions of effective comprehensive reading programs as they relate to child development

Development of skill areas

Correlation of reading experiences with child development programs

Staff development programs

Ideas for the assessment of program effectiveness

The variety of program settings

Coordination with other agencies

Parent programs

Public relations

The programs cited in each section were used to illustrate the ideas developed. Credit is given to programs cited by the use of reference numbers in parentheses following the information given.

The program listing will also make direct correspondence practical and easy.

Space for note taking is provided so that as an idea is "sparked," it may be jotted down at that point.

Program Listing

Programs listed here are those included in this manual. Each reference cited in the manual has been assigned a number by Children First, Inc. This is designed to give full credit for material used.

3. Corona-Norco Unified School District
300 Buena Vista Avenue
Corona, CA 91720

7. Spanish Education Dev. Center
1840 Kalorama Road, N.W.
Washington, D.C. 20009

14. Hutchinson Public Schools USD
1520 North Plum
Hutchinson, KS 67501

17. Northeast LA University and Monroe City Schools
Strauss Hall #230
Northeast Station
Monroe, LA 71209

18. Roman Catholic Church of the Diocese of Baton Rouge
1800 S. Acadian Thruway
P.O. Box 2028
Baton Rouge, LA 70821

19. Judith Schickedanz
Boston University School of Education
765 Commonwealth Avenue
Boston, MA 02215

21. Sault Ste. Marie Area Public Schools
460 West Spruce Street
Sault Ste. Marie, MI 49783

22. Detroit City School District
5057 Woodward Avenue
School Center Building, Rm. 874
Detroit, MI 48202

23. Brainerd Ind School District #181
300 Quince Street
Brainerd, MN 56401

25. S.W. & West Central Ed. Co-operative Service Unit
Marshall, MN 56258

28. Broken Arrow Public Schools
112 North Main
Broken Arrow, OK 74102

30. Philadelphia School District
Affective Education Program
21st St., So. of the Parkway,
Room 323
Philadelphia, PA 19103

31. Fairfield County Board of Education
Education Service Center
Region V, P.O. Box 1069
Lancaster, S.C. 29720

32. Carroll County Board of Education
P.O. Box 510
Huntingdon, TN 38344

35. Prince Edward County School Board
P.O. Box 427
Farmville, VA 23901

36. Virgin Islands Department of Education
P.O. Box I, Christiansted
St. Croix, U.S.V.I. 00828

PROGRAM DEFINITIONS

Administrators have defined effective comprehensive reading programs. These references give insight into the philosophical bases of the various programs.

The Spanish Education Development Center in Washington, D.C., was founded in 1971 to assist the entire Spanish speaking family in *developing the skills necessary to participate fully in the United States society and to utilize, in a positive fashion, their rich cultural background as a means of strengthening the life of the community at large.* Education at SED is seen, in its broadest terms, as a means of professional and personal growth which is a lifelong process. *Spanish Education Development Center, Wash., D.C. (CFI #7)*

The philosophy of teachers in the Monroe, Louisiana schools is to provide each child with the very best educational experiences in order to ensure "initial success". "The cornerstone of educational success is reading success." "Reading research has indicated the importance of the following approaches to initial reading instruction:

-*Language Experience Approach* (the child learns that reading is simply talk written down)
-*Look-say, sight words, whole words* (all concrete words in the child's home and school environment are labeled using tagboard and magic markers)
-Sound (every school uses the Pre-Reading Skills Program designed by *Encyclopedia Britannica* to learn some initial letter sounds in a fun way)"

In addition to the commitment to successful initial reading experiences there has been a focus on the development of the critical thinking skills of Piaget. *Monroe, LA (CFI #17)*

This quotation is from the project at Sault Ste. Marie, Michigan..."The general qualities which seem to be related to reading success include:

-Viewing reading as a meaningful, enjoyable experience
-Possessing an adequate receptive vocabulary
-Understanding the grammatical structure and use of printed language

-The ability to coordinate the physical self
-The ability to solve cognitive problems involving conservation and classification."

Sault Ste. Marie, MI (CFI #21)

The Brainerd Right to Read Improvement Project (Brainerd, Minnesota) had developed a Reading Readiness Curriculum for Four and Five Year-Olds: *A Final Step in Completing a Foundation Curriculum in Reading, Brainerd, MN (CFI #23)*

This quotation was used by the S.W. and West Central Cooperative Service Unit in Marshall, Minnesota.

"Schools alone do not educate a child. It is parents—not professional educators—who teach some of the most basic, taken for granted skills and with a phenomenal rate of success." Shirley A. Jackson, Chief of the Program Development Branch in OE's Right to Read Effort *S.W. and West Central Ed. Cooperative Service Units, Marshall, MN (CFI #25)*

Project PERC is designed to continue to offer a voluntary program to provide services to assist any family of pre-school children in USD 308 with *diagnostic, developmental support services,* and transitional experiences leading to a higher degree of school readiness in the broad sense, with special emphasis on eventual improvement in language arts and reading. The services provided will help parents, the childs' first teacher, learn important teaching skills. *Hutchinson Public Schools, Hutchinson, KS (CFI #14)*

This statement was made by Judith A. Schickedanz—"I'm tempted at time to say that children teach themselves, but I don't wish in any way to suggest that the adult or the teacher is unimportant. *Good* teaching is still required. But good teaching does not consist of direct instruction on formal aspects of what is being learned."

"If knowledge is *constructed* through interactions with an environment that contains experiences relevant to that knowledge, then readiness for reading and experiences with reading are the same thing." Judith A. Schickedanz, *Boston Univ. School of Education, Boston, MA (CFI #19)*

Carroll County Pre-School Reading Readiness Program—"The program philosophy considers reading readiness to include more than paper and pencil tasks. Rather, it is a developmental process that begins in infancy and culminates as the child gains the physical and mental skills that allow him to read." *Carroll County, Huntingdon, TN (CFI # 32)*

SKILL AREAS & PROGRAM DEVELOPMENT

Skill areas were used as the basis of program development. The following are examples of the materials, activities, and/or assessment instruments developed and used by some of the pre-elementary Right-to-Read programs. Most of the child development programs focused on the development of the following skill areas:

Gross motor
Perceptual (fine motor)
Language
Cognitive
Personal/Social

Project PERC Materials

Project PERC (Preschool Education Resource Commitment, Hutchinson, Kansas) was, "designed out of a desire expressed by parents and citizens in the community, to offer a program to local families by which parents and professionals may foster optimal development of preschool children." Materials include:

-PERC Flyer Initial Packet—
-"Perk Up Your Preschoolers' Day"
-PAR-TEE pages—A skills area, color-coded set of activity sheets
-An Assessment Record to be used by parents
-PERC Lending Library Catalogue

Project PERC, Hutchinson, KS (CFI #14)

The "Whole Child" Curriculum Guide

The "Whole Child" Kindergarten Curriculum Guide for the Catholic Schools of the Diocese of Baton Rouge, Louisiana, identifies the major domains (cognitive, perceptual motor, etc.) and cites a related developmental objective, a behavioral objective, prescriptions, suggested materials and performance expectations. The program has concentrated attention on early intervention and parental involvement.
Baton Rouge, LA (CFI #18)

Inventory of Developmental Tasks

The Prince Edward County Public Schools Reading Improvement Programs uses the Santa Clara Inventory of Developmental tasks. Activities are correlated with this inventory. *Prince Edward County, Farmville, VA (CFI #35)*

Parent-Child Activity Log

The Philadelphia School District Affective Education Program includes the skills listed in a Parent-Child Activity Log. The "interest level", of the child is rated on a scale of 1-5.

Subject Area: P.E.—Block Design and Patterns

Major Domain: *Perceptual Motor*

Sub-Area: *Fine Motor Development*

Development Objective: *To develop eye-hand coordination*

Behavioral Objective: The students will be able to use blocks to create their own design pattern.

Prescriptions: There are many ways of working a block design. This is one way: Make or color cardboard patterns, transferring designs from blocks to paper or chalkboard and vice versa. The patterns should be the same size as the blocks.

Materials: A set of thirty one inch cube blocks per child, enough blocks for a small group.

Performance Expectation: After several lessons, the children were able to create their own block design patterns.

Philadelphia, PA (CFI #30)

Developmental Checklist for 4 & 5 Year Olds

Available from the Independent School District 181 Brainerd, Minnesota is a sample copy of *A Four and Five Year Old Developmental Checklist*

What Areas Are Emphasized in the Curriculum?

Large motor development
Small motor development
Listening skills
Visual skills
Language skills
Positive attitudes
Reasoning skills

Brainerd, MN (CFI #23)

Language Development Profile

Available from the Carroll County Language Developmental Curriculum K-6 is a copy of the Language Developmental Profile—Checklist for Students. *Carroll County, Huntingdon, TN (CFI #32)*

Skills Checklist for Kindergarten

The Right-to-Read Research Project of Northeast Louisiana University and Monroe City School System uses this *Skills Checklist for Kindergarten. Monroe, LA (CFI #17)*

Codes: + **Mastery**
0 Needs Help
★ Not Taught Yet

Pupil _____
Teacher _____
Birthdate _____

	FEB	MAY
•Works Independently		
Motor Skills		
Gross Motor		
Have ability to:		
balance (walking exercises on balance beam or rope)		
throw		
catch		
bounce		
skip		
Sensory Motor		
Body Parts		
Identifies body parts:		
head		
eyes		
nose		
mouth		
ears		
neck		
trunk		
waist		
hips		
chest		
back		
arm		
shoulder		
elbow		
wrist		
hand		
finger		
leg		
thigh		
knee		
calf		
ankle		
feet		
toe		
Classifies:		
pet store items		
clothing items		
grocery items		
jewelry items		
toys		
musical instruments		
•Speaks and moves rhythmically		

•Minimum Standards for Kindergarten as Prescribed by the State Department of Education

	FEB	MAY
Auditory—Auditory Discrimination		
Can successfully:		
•distinguish between loud and soft sounds		
•distinguish between high and low sounds		
match pictures that begin with same sound		
•hear rhyming words		
hear sounds at the beginning of words		
•names words that rhyme with given words		
reproduce sounds for the following letters:		
____m ____t ____b ____h		
____p ____n ____s ____d		
____w ____g ____c ____f		
____l ____k ____r ____j		
____q ____v ____y ____z		
____A _ _a ____E ____e		
____I ____i ____O ____o		
____U ____u (Long Vowels)		
Auditory—Auditory Memory		
Listens attentively		
Has success in:		
•following one simple direction		
•following two simple directions		
•following three simple directions		
following four simple directions		
discriminating between spoken words that begin alike		
•hearing like and different environmental sounds		
Expresses ideas:		
•talks about objects		
•talks about pictures		
•talks about experiences		
Visual—Visual Discrimination		
Demonstrates skill in:		
•recognizing circles		
•recognizing triangles		
•recognizing rectangles		
•recognizing squares		
•recognizing the following colors:		
____red ____yellow ____blue		
____green ____orange ____purple		
____brown ____black ____pink		
____grey ____white		
Identifies body's position in space in relation to objects in space:		
beside (next to)		
•in front of		
•behind (in back of)		
•below (under)		
in		
out		
•above		
through		

	FEB	MAY
between	____	____
among (with)	____	____
around	____	____
Has established directionality and understands the concept of moving:		
up	____	____
down	____	____
*right	____	____
*left	____	____
*top	____	____
*bottom	____	____
forward	____	____
backward	____	____
sideways	____	____

Perceptual Motor

Tactile

Recognizes:		
hard	____	____
soft	____	____
rough	____	____
smooth	____	____
Classifies:		
circle	____	____
triangle	____	____
rectangle	____	____
diamond	____	____
Classifies:		
*tall	____	____
*big—large	____	____
*little—small	____	____
long	____	____
*short	____	____
thin	____	____
fat	____	____
Classifies objects common to home and school:		
in environment	____	____
in pictures	____	____
*finding objects, letters that are alike	____	____
*finding objects, letters that are different	____	____
*discriminating between lower and upper case letters	____	____

	FEB	MAY
*matching upper case letters to other upper case letters	____	____
*matching lower case letters to other lower case letters	____	____
___A ___a ___B ___b	____	____
___C ___c ___D ___d	____	____
___E ___e ___F ___f	____	____
___G ___g ___H ___h	____	____
___I ___i ___J ___j	____	____
___K ___k ___L ___l	____	____
___M ___m ___N ___n	____	____
___O ___o ___P ___p	____	____
___Q ___q ___R ___r	____	____
___S ___s ___T ___t	____	____
___U ___u ___V ___v	____	____
___W ___w ___X ___x	____	____
___Y ___y ___Z ___z	____	____
*matching one syllable words of like configuration	____	____
orally reciting alphabet	____	____
*knowledge of letters in isolation	____	____

Visual—Visual Memory

*Recognizes own name	____	____
Can successfully:		
copy a:		
___circle ___triangle	____	____
___rectangle ___square	____	____
___diamond ___oval	____	____
___heart	____	____
write the letters of the alphabet	____	____
write first name	____	____
write first and last name	____	____
copy words	____	____

Visual—Visual Memory

Demonstrates skill in:		
reproducing patterns in sequence (blocks, beads)	____	____
reproducing parts of a story in sequence (pictures)	____	____
*recognition of first name	____	____
recognition of first and last name	____	____

**Minimum Standards for Kindergarten as Prescribed by the State Department of Education*

CORRELATION OF READING EXPERIENCES WITH CHILD DEVELOPMENT PROGRAMS

Reading experiences were correlated with child development programs. Reading skills have been integrated into the child development curriculum through:

-Teacher made materials
-Parent-tested activities
-Ideas from clerical staffs
-Demonstrations of techniques at workshops
-Commercial materials
-Innovative approaches

Pre-School Developmental Activities

The Carroll County Home-based Childhood Education Program has designed the curriculum to be used by either parents or early childhood educators. The *Pre-School Development Activities* for the four developmental areas (gross motor, language, fine motor and personal-social) are color-coded by developmental areas.

Pre-school Developmental Activity: Gross Motor

Developmental Task: Walks backward—8 feet.

Activity Title: Back Up

Materials: None

Directions:

Have the children get into a line across the gym facing you. Pretend you are in a car and say, "I will have to go back up before I can get out of here." Make the sound of a car and begin to walk backwards eight feet and then ask the children to back their cars up. Praise them for their efforts.

Form two lines of children to begin this backwards relay. The leaders must walk backwards to a predetermined spot and when they return, touch the next person in line, who must also walk backwards. Do this in turn until each child has had a chance to walk backwards.

Pre-school Developmental Activity: Language

Developmental Task: Uses complete sentences—at least six words.

Developmental Task Number 3-L-14

Activity Title: Surfaces

Materials:
"Feely" board with small pieces of sandpaper, wood, velvet, cotton, silk and scrap carpet glued on the board, pictures.

Directions:

Show the children the "feely" board. Let each child take a turn at "feeling" of each object on the board. Talk about how each object feels, which one feels best, which one they don't like to feel, what different colors there are. Encourage children to relate an experience connected with an object on the board, i.e., playing in a sandpile, seeing Santa's beard.

Show the children a picture and tell them you want to know what is happening in the picture. Take turns and have each child tell a story after looking at a different picture. Praise the children for their story when it is completed.

Carroll County, Huntingdon, TN (CFI #32)

Peabody Early Experiences Kit

The Detroit Public Schools Pre-Elementary Right to Read Project uses the Peabody Early Experiences Kit as its "basic program". This kit contains 250 "play-like" learning activities. In each lesson the children are taught a skill that will help them learn to read. Also, included in each lesson is a song and a game. In addition, each school uses many games, toys, films, filmstrips and other learning aids. *Detroit City School District, Detroit MI (CFI #22)*

Reading Improvement Project

The following sample activities are taken from the Reading Improvement Project, Lancaster, South Carolina.

Sample I

Task: Visual Perception (also categorizing)

Materials Needed: Different sizes and different colors of squares, triangles, and circles.

Instructional Activity:

-Hold up a triangle.
-Ask the child to put all the triangles together.
-Hold up a circle.
-Ask the child to put all the circles together.

Variations: This can be used for squares, for the different colors and big/little.

Sample II

Task: Visual Perception

Materials Needed: Squares, rectangles (cut out same size, color) or identical pictures from magazines or newspapers pasted on cards.

Instructional Activity: Arrange the matched cards face-down on the table and take turns with your child in trying to turn up two matching cards.

When a pair has been matched, remove the two cards from the pile. See how many pairs the child can find. Begin with three or four matched pairs. As your child becomes more proficient, add even more matches.

Sample III

Task: Visual Perception

Materials Needed: Identical sets of alphabet letters or numerals.

Instructional Activity: Show the letter or numeral to the child. He must pick the same one from his set. Example: if you have 4, 7, and 9, the child should have 4, 7, and 9. Show him the 4 and see if he can find the twin.

Fairfield County Board of Education, Lancaster, S.C. (CFI #31)

Mathematics Curriculum Guide

This sample is taken from the *Mathematics Curriculum Guide for Preschoolers* Boston University Pre-Elementary Reading Improvement Collaborative

Playground—Motor Activities

The playground is a natural learning laboratory for concepts of time and space. When a child wiggles the body through the bars of a jungle gym, there is exploring of squares, straight lines, angles. When children jump to the beat of a rope, they are dealing with elements of time—the sequence of actions in time. When they are playing in the sandbox with cups and spoons, they are learning about measurement.

A child meets these concepts daily in playground pursuits. The teacher is the guide who helps the child make the most of the experiences. In addition, to free play in the playground, there are more structured large motor activities (indoor and outdoor) that involve shapes and numbers. A few of them are:

-Giant steps: an old favorite, includes numbers, sizes (giant—tiny), and measurement.

-Many jump rope rhymes incorporate numbers in their verses. A jump rope can also be a straight or wavy line, in games such as "Calm Water—Rough Water".

-Hopscotch involves numbers. A nice variation of this game, which is especially suitable indoors, is shape hopscotch. Cut a large piece of strong paper, about 2½ feet by 8 feet. Draw colorful circles, squares, and triangles on it. Make a starting spot at one end and a finishing spot at the other. Each child must choose a shape and hop only on that shape, from start to finish. This game can be adapted for numbers and letters also.

-On large (3 feet by 8 feet) paper, write the numbers 1 through 10. At the playground, write numbers on the ground with chalk. Children jump from number to number in numerical order.

-Count the number of bounces of a ball.

-Make a number line with chalk or tape. Have children jump a specific number of spaces at a time starting at 1 and ending up at 10. Questions you might ask: What number will you be at if you jump back one space? Two spaces? How many more spaces will you have to jump before you get to 1?

Pre-Elementary Reading Collaborative, Boston, MA (CFI #19)

Handbook for Kindergarten Parents

The Handbook for Kindergarten Parents—Pre-Elementary Right to Read Program, Diocese of Baton Rouge, Baton Rouge, Louisiana gives parents opportunities to participate in correlated activities.

Sample I

To provide opportunity to identify actions and portray roles. Parent pantomimes the following activities:

using telephone
driving car
taking nap
mowing lawn
reading a book
riding a bike

Have child tell in a simple sentence just what you are doing. Have child perform the pantomime for parent to guess.

Sample II

To recognize likenesses and differences in letters, words, phrases, numerals, and figures. Parent can begin with shapes such as balls, blocks, and triangles and have child put like objects together. After child understands this, graduate to written letters and numerals.

Sample III

To develop visual discrimination and memory.

Objects, such as a pencil, a small toy car, button, etc., are placed on a table. The child has an opportunity to see them. Then the child is asked to leave the room. One object is taken from the table. The child returns and determines which object is missing.

Baton Rouge, LA (CFI #18)

Par-Tee Pages

This sample is taken from Project PERC—Hutchinson Public Schools, Hutchinson, Kansas *(CFI #14)*

Par-Tee pages are activity guides distributed monthly. At least five experiences in each of the following areas are included: cognitive skills, small motor, large motor, science, holidays, and finger-plays.

Guide to Par-Tee Pages

White Pages—Ideas shared by parents (send us your favorite recipe, poem or activity you do with your child or tell us how you changed one of our activities to meet your needs)

Buff Pages—Parenting Materials

Orange Pages—Holiday Section

Blue Pages—Activities to Encourage Language and Cognitive Development

Yellow Pages—Fingerplays

Pink Pages—Activities to Encourage Small Muscle Development

Goldenrod Pages—Activities to Encourage Science (Cognitive) Development

Green Pages—Activities to Encourage Large Muscle Development

Parents—Please remember that activities often encourage growth in more than just one area of development.
Hutchinson, KS (CFI #14)

Learning Stations

Curriculum Guide for Early Childhood Education—Pre-school Training Project, Southwest State University, Marshall, Minnesota. The learning station method of teaching is used. Each learning station is designed for a specific learning experience.

Learning Stations Used in Each Session

1. **Pasting**
   Purpose: fine motor skill development (eye-hand)
2. **Cutting**
   Purpose: fine motor skill development (eye-hand)
3. **Paper punching** (single-hole)
   Purpose: development of hand coordination (necessary for holding scissors properly)
4. **Drawing**
   Purpose: development of hand coordination (necessary for holding writing tools properly and success in drawing symbols)
5. **Building blocks**
   Purpose: fine motor skill development
6. **Clay**
   Purpose: creative expression; fine motor skill development
7. **Bean bag throwing**
   Purpose: large motor skill development
8. **Color sorting**
   Purpose: visual discrimination
9. **Sharp inset drawing**
   Purpose: fine motor skill development (preparation for writing—control of writing tool)
10. **Matching activities**
    Purpose: visual discrimination (preparation for symbol discrimination necessary for learning letter names and sounds)

Marshall, MN (CFI #25)

STAFF DEVELOPMENT

Staff development was a vital component of all the projects. Continuous staff development promoted the optimum implementation of the programs.

Staff Development Resources

The Northeast Louisiana University and the Monroe City School Pre-Elementary Right-to-Read Improvement Project provided these staff development resources:

-College credits for participation

-A curriculum guide with practical suggestions for teachers and aides

-Exemplary lesson plans in every curriculum area in sequence form

-Monthly staff development sessions

-Demonstration lessons for teachers

-Identification of state minimum and maximum goals for teacher accountability

Monroe, LA (CFI #17)

Training Priorities

Pre-service and in-service training for project aides and teachers was provided by the Region V, Lancaster, South Carolina project. Workshops were conducted by professors from Winthrop College. The training prioirities were:

-Training in the selection of items, construction and use of a reading readiness skills checklist

-Training in the selection and development of readiness experiences for use by parents, activities, games, techniques

-Training in the methods and techniques of teaching parents to provide reading readiness experiences for their children in the home

-Training in monitoring the progress of parents and children toward achieving desired outcomes

-Summer in-service stipends provided funds for preparing new teachers and aides and for continuing the preparation of the entire staff.

Lancaster, SC (CFI #31)

Piagetian Domain of Development

The Pre-Elementary Right-to-Read Program of the Diocese of Baton Rouge, Louisiana is an outgrowth of efforts in the diagnostic/prescriptive area. "Teachers were instructed not only in diagnostic techniques but in developing meaningful prescriptions to help children develop in the 'lag' areas. Efforts centered in the Piagetian domain of development. *Baton Rouge, LA, (CFI #18)*

Language Arts—Readiness Skills

We live in an aural-oral world. To function effectively in this world, the pupil must develop and establish sound listening and speaking skills. The pupil needs the listening skills to listen for profit and pleasure and the speaking skills to be heard and understood. The English Language Arts teacher bears the responsibility for developing these skills and for fostering in the pupil a desire to acquire the skills essential to master and use the spoken language.

Instruction in Listening and Speaking is Developmental

The normal development of listening and speaking skills is dependent upon the child's perception. A child enters school with many habits, attitudes, and skills in the areas of listening and speaking. These are not, however, permanently established, for they have been primarily self-taught imitation. The classroom teacher must help the child to develop, reinforce and refine those skills which will be of functional value in a communicating world.

Instruction in Listening and Speaking is Specific

Although it is difficult to teach the skills of listening and speaking in isolation, it is desirable that each teacher be aware of those skills involved in each classroom activity. It must be understood that poor listening and speaking habits may be reinforced when specific instruction is not presented. Every opportunity to coordinate instruction in these areas with other subject matter should be utilized.

Instruction in Listening and Speaking is Sequential

Listening and speaking are complex and interrelated acts that must be developed as the individual child shows physical, intellectual, social, and emotional readiness. Activities to develop the use of increasingly sophisticated skills should be thought of as being on a continuum. These activities may be adapted from several levels for individual pupils within the same class. Sophisticated pupils may be functioning at a higher level of development than indicated by the activities for a particular grade level; less verbal pupils may be functioning at a lower level. Adaptation to the pupil's individual development should be a paramount concern to teachers.

Instruction in Listening and Speaking is Related to the Other Language Arts

The various sections and skills of listening and speaking are listed separately in order to clarify and specify the nature of the skills. They should not be thought of separately. The latter must be synthesized to develop the ability to write. The classroom practices necessary to the teaching of listening and speaking may sometimes seem time-consuming. Efforts must be made to correlate such instruction with other types of instruction. For example, the skills pertaining to the organization and

development of content are basic to oral and written composition. Finally, since discussion is a much used teaching device, the teaching of its proper techniques might well be made part of any classroom activity.

Instruction in Listening and Speaking Requires that the Teacher Functions as a Model

The teacher needs to be a model speaker or may need to be reminded that children learn by imitation. The teacher should speak in a well-modulated voice, exercising care in articulation and pronunciation without an affected precision, and must remember to be a model listener as well as a model speaker.

Developing Learning Centers

1. Arrange the classroom in functional areas to develop quality playing.
2. Keep materials in an orderly fashion and within easy reach.
3. Keep materials simple enough so that the teacher's presence and direction are not always needed.
4. Allow the child to set his own pace, evaluate his own work, move about freely and become self-motivated.
5. Children that explore when they are learning will make some noise. This is good, and can be considered, "noise of learning".
6. The teacher will need lots of time to explore the area she is developing. Try it out. See if it works. Add to your center as you see fit.

Diocese of Baton Rouge, LA (CFI #18)

Staff Development Bibliography

This bibliography taken from the Boston University *Pre-Elementary* Reading Improvement Collaborative lists references which can be used in staff development programs.

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Boston University, Boston, MA (CFI #19)

Staff Training Ideas

The "final evaluation report" of the Title IV, Part B (Indian Education Act) Pre-School Education Program—Reading Improvement Project Component includes a section on staff training. Training modules were developed which provided excellent introductions to early reading education. It was suggested

that the staff be consulted on the development of training schedules because of the amount of time required. *Sault Ste. Marie, MI (CFI #21)*

Monthly Guides

In-service efforts of Project Ready—Corona, California, include monthly guides developed by teaching teams.

October Guidelines

1. Get acquainted with students.
2. Administer TOBE Test—Dominate English speakers take English version; dominate Spanish speakers take Spanish version.
3. Administer Carrow Test—
   N.E.S. students—Spanish only
   L.E.S. students—Spanish & English
   F.E.S. students—English only
4. Prepare for Oak Glen and Fire Department field trips.
   Prepare for Halloween.
5. Begin home visitations

Each month all learning activities will evolve from the experiences of the children preparing for and participating in the major events of the month. Language, art, math, and social studies and science concepts will all play in and draw from these experiences. Many of the ideas listed may not fit; they are suggestions offered. Choose ones that do fit and add others as necessary.

It is staff's responsibility to select the supportive activities that best fit your group of children, and it is also staff's responsibility to make notes to be handed in with this month's program so that revisions can be made.

Corona, CA (CFI #3)

Home Visits

A workshop on home visiting is a vital part of staff development in the Prince Edward County Pre-Elementary Right-to-Read project.

Dear Right to Read Staff,

I will be conducting a workshop on home visiting for all new staff members today and thought this might be a good time to check with all of you to see that we are on the same track in our understanding of the purpose of home visits and procedures used. I see the visit as a rapport building device, a chance to let the parent know that we take them, their knowledge of their child, and their concerns seriously. Secondly, it is an opportunity for us to teach parents more about our program and to make specific suggestions for individual youngsters.

Here is a suggested list for a sequence in which to handle the visit. Please adapt it to you own style and concerns and be flexible, changing it when necessary. Listening to the needs presented by a specific situation will be your best guide as to the course for each interview.

With these cautions:

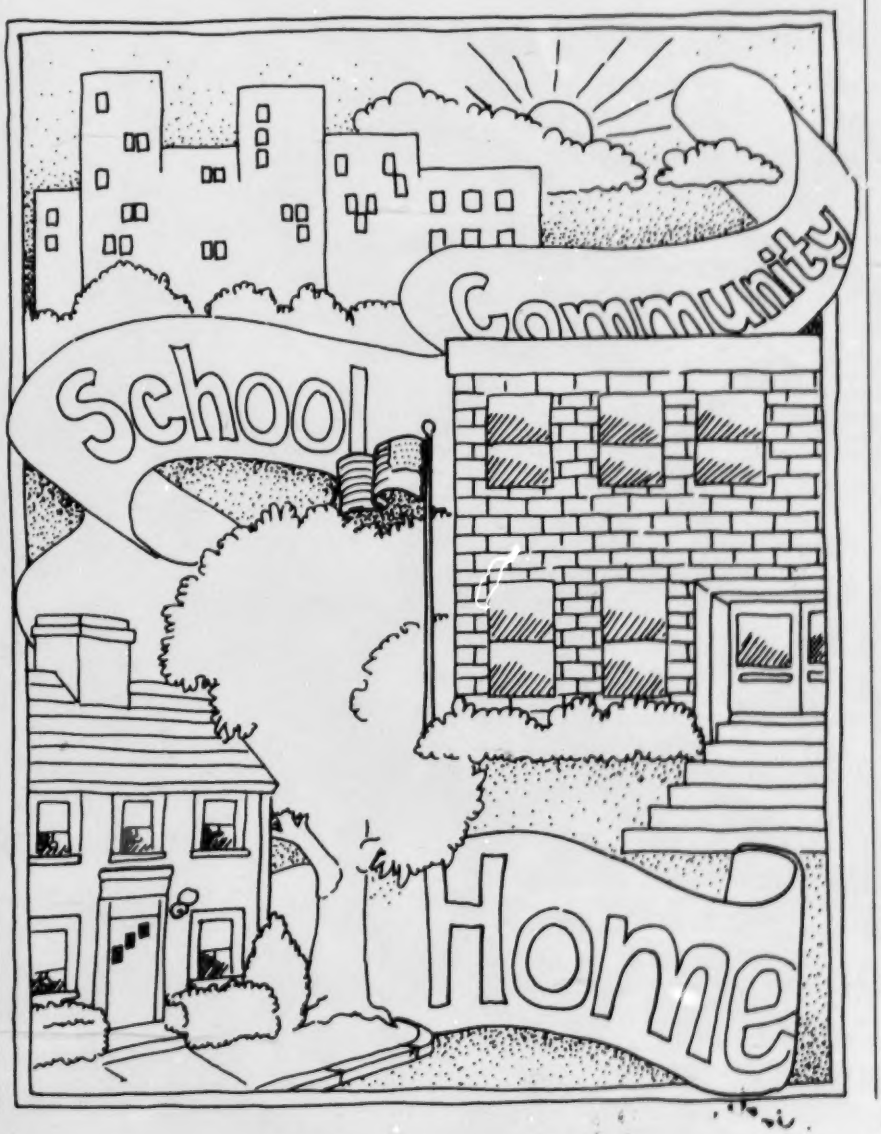
1. Introduce self and make clear your role at the school.
2. Find a positive remark to make about the individual child. Aides should be certain they have identified and know something about each child they visit. You don't have to gild the lily but find something good about the youngster.
3. Normal pleasantries about weather and the like but don't drag it on too long. The parent is looking to you to structure the visit.
   State your purposes:
   a. We want to know more about your child, have information that will help us help your child. We want to know your concerns.
   b. We want to let you know what we are doing at school, more about what your child is learning.
4. Conduct the informal interview. You may leave out questions or change the order. Don't read it to them an item at a time.
5. Explain the materials in the folder—detail depends on need and interest of parent.
6. Pass along any specific instructional suggestions the teacher has made. (Some of you prefer to start with this and that's fine.)
7. Ask the parents for their questions and concerns again.
8. Invite the parents to call or visit the school.

Prince Edward County, Farmville, VA (CFI #35)

Notes

PROGRAM ASSESSMENT

Assessment techniques must be closely correlated with stated behavioral objectives. Techniques will vary because needs vary in different communities at different times. Effective assessment will serve to assure optimum benefits to the students and the wisest use of federal funds.



Standards: A Way of Measuring Success

Program administrators should secure a copy of this booklet:

Standards: A Way of Measuring Success, What Do We Know About Standards for Effective Basic Skill Programs? August, 1979. U.S. Dept. of Health, Education, and Welfare, Office of Education—Basic Skills Improvement Program.

This booklet suggests that assessment scales should include these areas:

-Planning and Management
-Goals and Objectives
-Instruction
-Staff
-Staff Development
-Materials and Facilities
-Leadership Development
-Community Involvement
-Program Evaluation

These are copies of two sections.

High 4 3 2 Low 1

1. Goals and Objectives

A. Variety of interested persons had an opportunity to contribute to program goals.
1. Teachers _____
2. Principal/Director _____
3. Parents _____
4. The school or district reading specialist(s) _____
5. Pupils _____
6. Other staff members _____
7. Community members _____

B. A comprehensive set of goals and specific instructional objectives have been formulated.
1. Outcome statements are derived from needs assessment findings. _____
2. Accomplishment of performance objectives are absolutely essential to student reading score improvement. _____
3. Accomplishment of process objectives are absolutely essential to student reading score improvement. _____
4. The amount of time spent on any task in the program is directly related to the importance of its associated objectives. _____

2. Staff Development. The in-service education program is broadly conceived and continuously utilized.

A. The majority of the staff participated in the development of the program. _____
B. Outside consultants and technical assistants were used in the development of the program. _____
C. The in-service program is task-and-needs oriented. _____
D. The majority of the staff attends the in-service program activities. _____

A Flow Chart for Program Assessment & Planning

This flow chart may be used for total program assessment and planning.

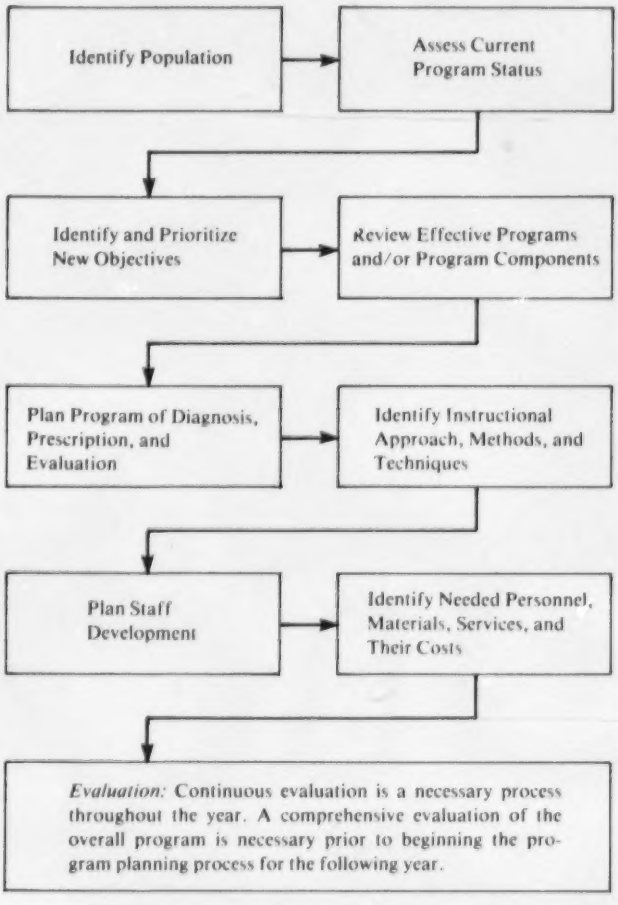

Identify Population
Assess Current Program Status
Identify and Prioritize New Objectives
Review Effective Programs and/or Program Components
Plan Program of Diagnosis, Prescription, and Evaluation
Identify Instructional Approach, Methods, and Techniques
Plan Staff Development
Identify Needed Personnel, Materials, Services, and Their Costs
Evaluation: Continuous evaluation is a necessary process throughout the year. A comprehensive evaluation of the overall program is necessary prior to beginning the program planning process for the following year.

**Chart from "Right to Read Assessment and Planning Handbook", U.S. Department of Health, Education, & Welfare, Office of Education*

Notes

SETTINGS FOR EARLY LEARNING ACTIVITIES

This chart depicts the varied learning environments in which programs were based. In most instances they were extended into other settings, also.

CFI Program Number	Instructional Setting
3	Classroom
7	Private non-profit center, bi-lingual center
14	Homes, resource center, classroom
17	Classrooms
18	Classrooms
19	Hospital clinic, urban area day care centers—classrooms
21	Native American Pre-school Classroom
22	Classrooms
23	Homes, resource center
25	Classroom: eight two-hour weekly sessions in fall and spring
28	Homes, school clinic setting, special summer program
30	Classrooms, in-home demonstrations
31	Classrooms, homes, resource center
32	Mobile learning center (renovated school bus), homes
35	Classrooms, homes, community groups
36	Classrooms

In the Spanish-Speaking Community

The Spanish Education Development Center Pre-school in Washington, D.C. is housed in a neighborhood with a heavy Spanish-speaking population. *SED Center, Washington, DC (CFI #7)*

The Mobile Learning Center

A unique feature of the Carroll County Pre-School Reading Readiness Program is that it utilizes a renovated bus as a mobile learning center. The bus was made available through the Carroll County Board of Education. The unit was remodeled to best suit the needs of a group of 4 to 5 active pre-schoolers and their parents. Carpeting, painting, and bathroom facilities were basic changes made. Many other features have been added to make the unit an interesting learning environment. The mobile center stops at six parking lots that have been equipped with electrical outlets to handle the unit. Various businessmen and church groups throughout the country have donated the use of parking space. *Huntingdon, TN (CFI #32)*

The Classroom—The Main Center

For the majority of programs, the classroom is the main center of activity. Most of the pre-elementary classrooms are designed with various interest centers. Section 5 of Manual #3: "Promising Practices for Teachers in Pre-Elementary Programs" provides detailed information regarding classroom design and arrangement. It also provides extensive lists of materials that enhance the development of a variety of skills including reading skills.

The Clinic Setting

The clinic setting provided in the program by Dr. Judith A. Schickendanz in Boston, Massachusetts provides direct services to children, 0-6 years, and to their parents. This segment of the program is conducted at Boston's Children's Hospital *Boston, Massachusetts (CFI #19)*

The Home Setting

The Pre-school Education Resource Commitment program, Hutchinson, Kansas, schedules home visits to present the program to families. A Parent-Home Visitor agreement is signed. The services provided helped parents to learn important teaching skills and to use them at home with the children. *Project PERC, Hutchinson, Kansas (CFI #14)*

Notes

COORDINATION OF RESOURCES

The Office of Basic Skills urges all federal program grantees, to the extent possible, *to coordinate* projects with other activities that serve similar purposes and *to continue* this coordination during the entire project period. (EDGARS 100a. 580)

Depending on the objectives and requirements of a project, coordination could include one or more of the following:

- -Planning with organizations/individuals who have similar objectives and concerns
- -Sharing information, facilities, staff, and services
- -Engaging in joint activities, such as needs assessment, evaluation, monitoring, technical assistance or staff development
- -Using the grant or subgrant funds so as not to duplicate or counteract the effect of funds used under other programs
- -Using the grant or subgrant funds to increase the impact of funds made available under other programs.

(Source: EDGAR 118:22 (b)(1))

This chart depicts how some administrators have enhanced their programs through the coordination of services.

Program	Federal or Community Resource	How Used
#14	Title I Parent Advisory Council, Summer Head Start Council, Private child care agencies, Public health services	Assessment of needs, Program planning, Mutual use of support services, Staff development
#19	University Clinics, Urban day care centers	Volunteer tutors, Health services, Curriculum development
#21	Local television station	Present home experience to parents, Integrate school activities and native American Cultural information
#14, 18, 23, 28	Private pre-kindergarten programs, day care programs	Identify needs, Unify curriculum, Staff development
#31	College	Staff workshops
#32	Businessmen, church groups	Donated use of parking space for bus (mobile learning center)

RELATIONSHIPS WITH PARENTS

In exemplary programs administrators fostered close relationships with parents. They have cited these major responsibilities:

-Keeping lines of communication open
-Making parents feel at ease in the school
-Having parents feel secure in helping children to develop

Activities include:

-Workshops
-Home visitations
-Home demonstrations
-Service as parent aides
-Membership on Advisory Councils
-Development of handbooks
-Classroom visitations
-Newsletters
-Service as program planners
-Service as program evaluators
-Use as volunteer aides
-Evaluation Questionnaires

Tips for Parents

The Right to Read Project of the Independent School District 181 Brainerd, Minnesota prefaces its booklet *Tips for Parents* with the following:

Before You Use This Book, Please Read:

1. Enjoy your child as you give help and encouragement in the growing process. The activities in this booklet were written by a team of teachers and parents to help give you and your child pleasant learning activities as you share time together.
2. May we suggest 15 minutes during the day when you and your child comfortably share time together. If the child shows enthusiasm—a longer activity time is appropriate. In either case, you should stop, by all means, before either of you becomes bored.
3. We suggest that you avoid making your child choose between something that is really enjoyable, such as choosing between a very favorite TV show and reading. Allow these activities to fall into their rightful places during the day.
4. Being patient and enthusiastic is so important to young children to observe in adults they love. Finding learning to be enjoyable will lead to success for a child. Praise is important for work well done. A child should see pride in parents for every gain made—no matter how little the gain.
5. Remember that learning doesn't always happen quickly or in a steady day-by-day fashion. Be positive and praise often.
6. From the point of view of preparing a child for school, the biggest payoff will come for the child if there is curiosity, a love of learning and self-respect. *Brainerd, MN (CFI #23)*

Handbook for Kindergarten Parents

The Pre-Elementary Right-to-Read Program of the Diocese of Baton Rouge has developed a *Handbook for Kindergarten Parents.* "As is well known, prescriptive efforts and overall child development must take place both at school and at home to be significant." *Baton Rouge, LA (CFI #18)*

A Parent Questionnaire

The Finlayson Pre-School Project of Sault Ste. Marie, Michigan has developed a parent questionnaire as a part of the Pre-School Project Evaluation, April, 1979. A sample is on the following pages. *Sault Ste. Marie, MI (CFI #21)*

Finlayson Pre-School Project Evaluation

April, 1979

From this questionnaire we hope that we will learn how effective we have been this year, and also learn how the Program can be made more effective in the future. If you have any additional comments that you want to make, please feel free to write them on the questionnaire. (N = 15)

1. Do you feel you know what goes on in the Pre-School classroom?
   Yes .93 No .07

2. How do you find out what happens in the Pre-School classroom?
   .13 By word of mouth
   .00 from other parents
   .13 Other (by attending the pre-school)
   .73 From home visitors
   .87 By watching the Magic Tree
   .07 No Answer

3. How are you treated by the Pre-School Staff?
   (.87 Comments)
   .13 No Comments

4. What do you like, dislike, or feel indifferent about in the Pre-School Program? For each part of the program, put a check mark in the column that is closest to the way you feel about the program. For example, if you like the Magic Tree a lot, you would put a check mark under "like a lot."

Part of the Program	Like a Lot	OK	Dislike	Comments (if you have any)
Home Visits	.80	.20	.00	
The Magic Tree	.93	.07	.00	
Hot Lunch Program	.73	.27	.00	
Busing	.87	.07	.07	.07
Parent Training Sessions	.53	.33	.00	.13
Class Storytelling (activities)	.87	.13	.00	
Housekeeping	.87	.13	.00	
Art	.93	.07	.00	
Circle Time	.93	.07	.00	
Gym Class	1.00	.00	.00	
Field Trips	.93	.07	.00	
Monthly Themes	.80	.13	.00	
Native American Experiences	.87	.13	.00	.13

5. Has the Program helped you in dealing with your child?
   For example, has it helped you to:
   .40 Read more to your child
   .93 Talk more to your child
   .07 Other
   .13 Discipline your child differently
   .47 Have more patience with your child
   (.07 Comments)

6. Has having your child in the Program changed your overall family life in any way?
   yes .67 no .27 (.07 Other .07 Comments)

7. Which of your child's actions that you see at home, would you say were caused by his participation in the program?
   .73 Comment:
   (.07 None—no actions were caused by his participation)
   .20 No answer

8. If the Home Visitor has helped you, how has she been the greatest help?
   (.80 Comments .20 No Answer)

9. In what way could the Home Visitor be of more help to you?
   (.27 Comments .73 No Answer)

10. Do you watch the Magic Tree Television Program?
    .00 Hardly Ever .20 Sometimes .33 Almost Every Week .47 Every Week

11. What do you like best about the Magic Tree Program?
    (.67 Comments .33 No Answer)

12. Is there anything you don't like about the program?
    (.13 Yes .80 No .07 No Answer
    .13 Comments)

13. Does your child ever talk about what he sees on the Magic Tree?
    1.00 Yes .00 No
    What does s/he say about it? (.67 Comments)

14. In what way has the Pre-School Program helped prepare your child for school?
    (.93 Comments .07 No Answer)

15. This year we have asked you to participate in many activities as part of the Program—the Home Visitor Program, Parent Aide in the Classroom, watching the Magic Tree, coming to the Parent Night Training Sessions, and so on. Did you feel that you were being asked to do too much?
.00 Yes .20 Some of the time .80 No
(.07 Comments)

16. During the year, how many of the night Parent Training Sessions did you attend?
.27 None .40 One or two .33 Several
.00 All

Did you miss any of these meeting for any of the following reasons?
.13 No transportation
.40 No babysitter
.20 Monday wasn't a good day for you
.13 The topics of the meetings didn't sound interesting
.13 Bad time of day for you
.33 Other (.07 No Answer .20 Comments)

17. If you attended any of the night Parent Training Sessions, what did you like about them?
.82 The speakers
.38 The refreshments
.36 The activities
.73 Talking to the staff
.64 Talking to other parents
.09 Other

18. As part of the Indian Pre-School Reading Improvement Project, some home activities were presented on the Magic Tree which you could carry out with your child. Please check off the ones listed below that you remember seeing on the Magic Tree, and also check off the activities that you did with your child.

Activity	Saw on the Magic Tree	Did with my child
1. Pull out old family pictures and discuss them with your child.	.53	.87
2. Make a "Growing Up" book for your child that includes pictures of him from birth to present.	.47	.33
3. Sit down with your child and tell him: "When I was your age...."	.47	.87
4. Read a legend, developed for this project, to your child.	.40	.33
5. Make playdough with your child using the recipe provided by the project.	.60	.60
6. Play "Egg Carton Sort Out."	.47	.33
7. Make Hamburger stew with your child using the recipe card provided by the project.	.47	.60
8. Play "Animal Habitat" game.	.33	.27
9. Take your child to the Bayliss Library, get a card for him and encourage him to check out books.	.40	.53
10. Read the book *Are You My Mother* to your child and encourage him to "read" along with you as the bird asks, "Are you my mother?"	.47	.13
11. Have your child "read" a book to you that he knows well. Avoid correcting him, use only praise for his efforts.	.33	.93
12. Make oatmeal box bookends.	.40	.13
13. Show your child how to answer the telephone and encourage him to do so.	.47	.93
14. Play "Describe the Card" game.	.40	.73
15. Have your child dictate a thank you note or letter that you will write and mail for him.	.27	.27
16. Have your child arrange a set of pictures to tell a story and then have him tell you a story to go along with the pictures.	.33	.73
17. Read a Dr. Seuss book to your child emphasizing the "silliness" of the language.	.27	.47
18. Help your child learn a tongue twister (i.e., "Peter Piper" or "Wood Chuck")	.20	.60
19. Play a compound word lotto game.	.27	.33
20. Read *Green Eggs and Ham* to your child. Afterward, make green eggs with your child.	.47	.40
21. Make a sock or stick puppet with your child's help and encourage him to play with it.	.27	.27
22. Play "Float or Sink" game.	.20	.27
23. Play "Go Fish" with a regular deck of cards.	.40	.93
24. Play "Taste it, Sniff it, Feel it" game.	.33	.47

(.20 Comments)

Congratulations!!!! You have finished ALL the questions!
And thank you SO much for taking the time to do it!!!!

Susan Ratwick

Notes

PUBLIC AWARENESS APPROACHES

Good public relations has been defined as good performance understood and appreciated by the public. When program efforts are understood, cooperation and involvement are increased and benefits to the children are enhanced. Successful projects made public awareness and public education activities on-going elements of program planning and implementation.

Newsletters, flyers, speeches (formal and informal) were methods most frequently used. Surveys were used to get opinions and were sometimes included in evaluation procedures. Newspapers and radio stations were used for "spot" commercials.

The "Magic Tree," a television program (Sault Ste. Marie, MI CFI #21) was popular with pre-school children's parents and played an important role in informing them about what happens in the pre-school classroom.

This chart depicts the degree of use of various public awareness programs in the projects reviewed.

Media	No. of Projects Using This Media
Films	8
Flyers	16
Newsletters	16
Newspaper	5
Posters	13
Radio	10
Speeches	16
Surveys	12
Television	6

Administrators of *Pre-Elementary Right to Read Projects* share common interests and concerns about program development. It is hoped that the ideas and activities cited in this manual will be used to enrich on-going and projected programs.

Notes